

APPENDIX K

ADAPTED PHYSICAL EDUCATION PROGRAM SELF REVIEW GUIDE

This information will assist the SELPA, district, or LEA in determining areas of need for future program modifications. Your input is very important in determining if the current adapted physical education program is meeting federal and state guidelines, as well as determining overall effectiveness. The self-review is intended to give insight, and direction, and support to educators by informing LEA's of programmatic or compliance issues.

Please answer each of the following questions to the best of your knowledge and experience. A rating scale of (4) Highly Effective, (3) Effective, (2) Somewhat Effective, (1) Ineffective, and (0) unknown.

Position – Title: (administrator, classroom teacher, Adapted Physical Education Specialist, other)

_____ Date: _____

How effective is your program in providing for each of the following:

	4	3	2	1	0	Comments
General Requirements						
1. Process for locating, identifying, and referring students who need special education services?						
2. Child find services that are coordinated with other public and private agencies?						
3. Appropriate permission to access confidential files?						
4. Standard procedure for identifying at risk students?						
5. Appropriate assessments and materials available?						
6. Student Study Team in place at each site?						
7. 504 committee established at each site?						
8. Understanding of service delivery models (general PE to Adapted PE Direct Service)?						

	4	3	2	1	0	Comments
9. Appropriate administrative support available?						
10. Multiple assessments utilized to determine eligibility?						
11. Process in place to ensure that general physical education or special classroom teachers have attempted interventions/accommodations?						
12. Clear understanding of the referral process?						
Information						
1. Direct consultation/interview with parents regarding student abilities?						
2. Access to and cooperation of classroom teacher for gathering information?						
3. Access to and availability of DIS or support services?						
4. Access to nurse or other health specialist?						
5. Communication between other service providers (i.e. Physical Therapy, Occupational Therapy, Language Speech and Hearing, Orientation & Mobility, Psychology)						
Assessment						
1. Availability of standardized testing materials?						
2. Permission to assess?						
3. Adequate space and accommodation for testing?						
4. Assessment process and testing materials in place?						
5. Identification process understood by teachers and administrators?						
6. Natural testing environments available?						
7. Accommodations made for communication/language barriers?						
8. Process for parent feedback included?						
9. Multiple assessments used to determine eligibility?						
10. Environmental factors considered prior to assessment?						
11. Behavior/compliance factored into the assessment plan?						
12. Accurate determination of the receptive and expressive abilities of the individual being tested?						
13. Consideration of all disabling conditions?						

	4	3	2	1	0	Comments
IEP Process						
1. Proper notification of meeting?						
2. Adequate time to prepare for meeting?						
3. Appropriate representation at meeting?						
4. Reasonable time to present and respond during meeting?						
5. Appropriate administrative understanding and support?						
6. Documentation of physical education required minutes (200 for elementary/400 secondary every 10 school days)?						
7. Method of ensuring reporting progress to parents? (At least as often as reports to parents of non-disabled peers)						
8. Clearly established eligibility criterion and process?						
9. Exit criterion or rationale?						
10. Clarity of service delivery options and responsible providers?						
11. Understanding of service delivery model including location of service, frequency and duration?						
12. Consideration of long term needs including family needs and preferences?						
13. Consideration of transition activities understood and assigned?						
Program Considerations						
1. Adequate space to implement program?						
2. Adequate budget?						
3. Means to order equipment?						
4. Means of equipment storage?						
5. Means of equipment transportation?						
6. Adequate office space and supplies?						
7. Safe instructional environment?						
Other Issues						
1. Knowledge of behavior management plans or strategies?						
2. Consideration of all testing results and student information?						
3. Opportunity/support for professional development?						
4. Reasonable caseload?						
5. Availability of technology and support?						

	4	3	2	1	0	Comments
6. Consideration of services for at risk students?						

References:

California Department of Education, 1997. Program Guidelines for Students Who Are Visually Impaired.

California Department of Education, 1996. Guidelines for Occupational Therapy and Physical Therapy.

Developed by the Adapted Physical Education Guidelines Committee, 2000.